



Workshop F - SELFIE Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies

ERASMUS+ KA2 PROJECT (2016-2019)

DECODE - DEVELOP COMPETENCES IN DIGITAL ERA.

EXPERTISE, BEST PRACTICES AND TEACHING IN THE XXI CENTURY

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ICT competences in the knowledge society

Crucial

- Digital literacy
- Media literacy
- Overcoming the digital divide
- Social innovation
- Social inclusion

Strategic

Develop innovative education systems that are in step with contemporary challenges





Need to fill in **an information gap**
compared to the concrete use of digital in professional and educational practices

Intercept, share, enhance and disseminate
good practices in schools

Activate virtuous **processes of innovation from the "inside"**,
giving voice and recognition to those who make school every day with passion and dedication





Promote a better understanding of how **educational systems** and **teaching practices** confront **the digital challenge**

Experiment a new training model for teachers with respect to the development of digital skills

Comparison and exchange of best practices in a transnational perspective

Increase **the methodological and technical skills** of teachers in the use of ICT in their ordinary professional and educational practices

Provide **public debate and decision makers** with useful and systematic information to inform decision-making processes



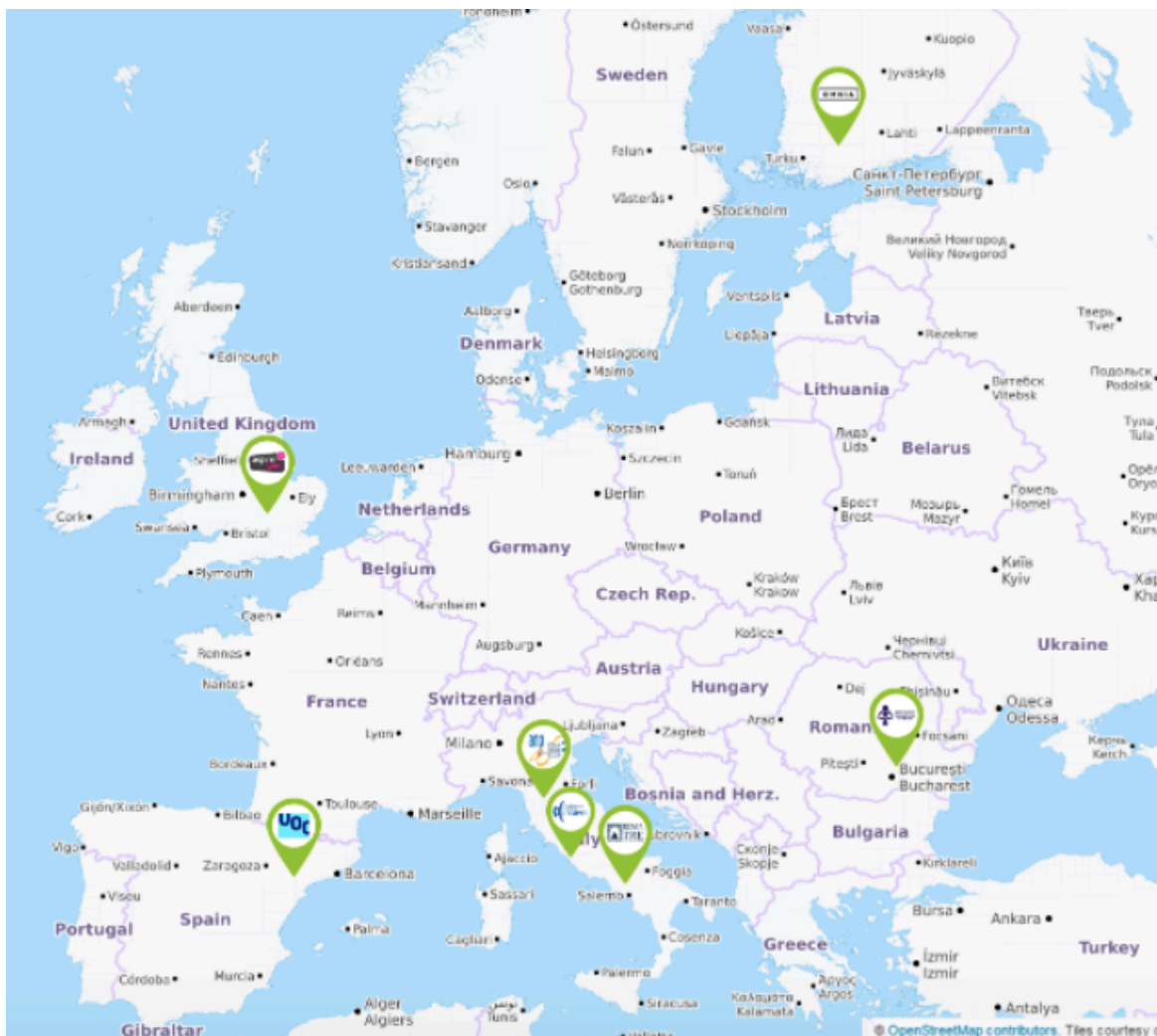


Process into practice the policies and supranational rhetoric regarding the use of **digital** to school in several European countries

Willingness to rebuild

Reconstruct the transition from the macro to the micro of this process of implementation of the European recommendations and guidelines on digital to try to understand the most relevant differences





- Link Campus University Foundation (IT)
- Roma Tre University – Education Department (IT)
- ANP (IT)
- Open University of Catalonia (ES)
- Omnia (FI)
- Institute for Education Sciences (RO)
- Aspire-Igen Group (UK)



DECODE OBJECTIVES

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- **130 headmasters** involved in the focus groups with the aim of detecting best practice, accompanying needs and coordination for the integration of ICT in teaching practices;
- **30 decision makers** of local and national educational implementation structures through interviews with key informants;
- **2000 teachers** from all levels of school, involved in the detection of customs, practices, skills and training needs, for the development of digital skills;
- **250 teachers**, involved in testing for training in digital skills;
- **Around 100 people** involved in Multiplier Events.



- **About 6,500 people indirectly involved in the project:**
 - All students of the educational institutions involved by Partners
 - All the families involved in the school life
- **About 3,000 Professionals working in the field of education:**
 - University professors, researchers, teachers and trainers
 - Educators who are part of the Partners network
 - School Staff
 - Policy makers staff
- **About 200 Professionals working in the field of publishing and digital development for educational purposes:**
 - ICT companies with educational vocation
 - Publishers for school
 - Digital developers in educational field



INTELLECTUAL OUTPUTS

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IO1 European policies for education and for the digital challenge

IO2 *Qualitative Research* «Innovative training models, methods and tools for teachers in the digital Age»

IO3 *Qualitative Research* «Framework for Integrating ICT in the Teaching-Learning Process»

IO4 *Quantitative Research* «Practices, training and skills needs of the digital teachers»

IO5 Testing training models for improving teachers' competence for digital era

IO6 Final publication



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TRANSVERSAL ANALYSIS CONCLUSIONS

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Absence of a national digital policy that can direct educational institutions towards a new school model

Absence of national coordination on digital innovation in the territory and on the school

Difficulty in valuing the virtuous experiences spread discontinuously in the different national contexts

SYSTEM

Difficulty in turning technology into an ally within a new educational pact

Lack of investment and quality training for DS and teachers on how digital can transform the school and the educational pact

No accompaniment system to the teaching profession

Difficulty in intercepting the teaching staff less used to attending social-networking spaces / communities



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**Absence of a system and process vision,
of school as a complex organization**

MESA ORGANIZATIONAL LEVEL

**E-leadership at different levels of the
system**



TRANSVERSAL ANALYSIS CONCLUSIONS



Difficulty of the teaching body to **interpret and integrate the opportunities offered by digital technologies** in the educational context

Permanence of a transmissive teaching that guides the use of digital technologies in an instrumental way

TEACHERS

Mental opening, confirmed by an overall positive attitude towards the usefulness of digital technologies in teaching



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Promote a "network" approach capable of creating in the territories. and not only - stable inter-systemic networks

Encourage integration / collaboration processes between different levels / skills / institutions

Improve accessibility and reliability of tools and equipment used by schools that prove to be an impediment

Needs of:

Building networks and "creating systems" in a logic of bonding (closed communities / groups); networking (heterogeneous communities / groups); and linking (connections between subjects that occupy different levels within a hierarchy)

Intercept the information and skills capital that students already have at the entrance and that needs to be addressed, restructured, systematized to be transformed into learning processes





Life long Learning and tertiary socialization paths to develop the habitus and the professional ethos necessary **to carry out the educational mission in the hyper-technological and digital society of the third millennium**

Teacher Mediation
becomes even more
important and is restructured

Focus

Role of the University





- *What are the key points to consider for the development of teachers' skills?*
- *How to enhance the role of students in the development of digital skills of teachers?*
- *How can the University help teachers in their professional training?*
- *What role can have this network, experts and institutions in order to build a digital society for people and community?*
- *Let's share some best practice together!*





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THANK
YOU